

Lesson Three: Tricks of the Trade (Advanced)

Objectives

1. Students create a finished drawing using value, contrast, shaded areas, lit areas, shadow and highlights.
2. Students arrange objects in various ways and choose an interesting composition.

Arizona Visual Arts Standards

CREATE: Materials, Tools and Techniques

PO 301: Identify and experiment with materials, tools and techniques appropriately and expressively in his or her own artwork.

CREATE: Elements and Principles

PO 301: Identify, select and use elements and principles to organize the composition in his or her own artwork.

CREATE: Quality

PO 301: Identify successful aspects of his or her own artwork and possible revisions.

CREATE: Creative Process

PO 303, 401: Develop and revise plans for his or her own artwork and select the best option.

RELATE: Quality

PO 302, 402: Demonstrate respect while responding to others' artwork.

Preparation

Decide whether to review "Tricks of Perfection" or "How did they do that?" PowerPoint presentations with the students.

Preview "Now You Try" PowerPoint.

Gather a variety of "flat" items, such as postcards, playing cards, envelopes, sticky-notes or paper money for students to use as subject matter for a final drawing. Choosing a wide variety of items can make the compositions more interesting.

Resources and Supplies

"Now You Try (Advanced)" PowerPoint presentation

Flat items (such as playing cards, postcards, sticky-notes, paper money) for students to use as subject matter for a drawing

Graphite pencils

Erasers

White drawing paper

"Interesting Composition" worksheet (one copy per student)

Activities

Definitions and Examples: View “Tricks of the Trade” PowerPoint to:

- Review basic concepts such as the use of value and how to create a drawing that creates the illusion of three dimensions.
- Introduce and explain the idea of creating an interesting composition.
- Introduce and explain the use of subject matter.
- Examine examples of trompe l’oeil drawings by local high school students.

Planning: Ask students to create and arrange different compositions using the subject matter you or individual students provided. Students should create at least four different compositions with their items. For each composition, students should create a thumbnail sketch in one of the four boxes on the “Interesting Composition” worksheet. The students should explain (in writing) what makes each of their compositions interesting.

Final Drawing Assignment: Ask students to choose their most interesting composition. Then, ask students to create a finished drawing using only graphite pencils using the skills they have learned and practiced. Ask them to create drawings that show a wide range of values in order to make the compositions look as realistic as possible.

In-Process Feedback: Ask pairs of students to show each other their in-process drawings and propose alterations in subject matter, value and composition.

Completion and Exhibition: When drawings are complete, ask students to create a name tag for their drawings. The name tag could include the student’s name, the title of the image and the class. Display images together on a wall or flat surface. Lead a class discussion of the successes and possible improvements of the class’s drawings.

Assessment Guides

Objectives:

Use the table on the next page to assess students’ finished drawings.

1. Students create a finished drawing using value, contrast, shaded areas, lit areas, shadows and highlights.

	Fails to Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Value	No value is shown.	Drawing has a minimal range of value.	Drawing has a moderate range of values.	Drawing has a wide range of values.
Contrast	No contrast is shown.	Drawing has minimal contrast.	Drawing has areas of moderate contrast.	Drawing has areas of high contrast.
Shaded area/ lit area	No shaded/lit areas are shown.	Drawing has minimal shaded/lit areas.	Drawing has a moderate number of shaded/lit areas.	Drawing has shaded/lit areas in all appropriate areas.
Shadow	No shadows have been added.	Drawing has at least one shadow.	Drawing has a moderate number of shadows.	Drawing has shadows in all appropriate areas.
Highlights	No highlights have been added.	Drawing has a highlight if appropriate.	Drawing has an appropriate number of highlights.	Drawing has highlights in all appropriate areas.

2. Students arrange objects in various ways and choose an interesting composition. Use the following checklist to assess the “Interesting Composition” worksheet:
- ___ Student has created and sketched four different compositions.
 - ___ Student has explained, in writing, what makes each composition interesting.